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ABSTRACT

The report explains several changes in the existing transfer policies and practices from the Wisconsin Technical College System (WTCS) to the University of Wisconsin (UW) System. The need for many of the state's workers to continue their undergraduate education has become evident as educational requirements in the workplace have changed and career advancements have become more dependent on college completion. The Transfer Study Committee has developed four specific recommendations designed to improve UW System transfer opportunities for WTCS students. Recommendations for improvement include: (1) the revision of the 1989 statement on principles governing student transfer from the WTCS; (2) a commitment to develop multi-institutional program articulation agreements; (3) a proposal to create several alternative baccalaureate completion programs within the UW System for WTCS associate degree graduates; and (4) an agreement to expand the WTCS general education credits that UW System institutions would consider for transfer. In 1999 the Wisconsin Act 9, the Legislature required, as part of the report on efforts to facilitate transfer opportunities from the WTCS to the UW System, a plan to coordinate the transfer of credits for additional programs and a timetable for implementation of the plan. The report includes five appendices. (JA)

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Improving Opportunities for Transfer from the Wisconsin Technical College System to the University of Wisconsin System

June 15, 2000

Report of the UW/WTCS Transfer Study Committee
to the President of the University of Wisconsin System and
the State Director of the Wisconsin Technical College System

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SECTION 1.
Introduction

Over the last decade, students and employers have come increasingly to advocate for improved opportunities for credit transfer between the Wisconsin Technical College System (WTCS) and the University of Wisconsin System (UW System). The increased use of technology in the workplace has caused employers to place greater value on the technical skills provided by postsecondary occupational education and training in the state's technical colleges. At the same time, long-term demographic shifts resulting in the growing shortage of skilled labor in Wisconsin and across the county have led employers to look within the ranks of their current workforce to identify employees who, with further education, can assume higher level positions.

As educational requirements in the workplace have changed and career advancement has become more dependent on college completion, the need to review the current transfer policies and practices from the WTCS to the UW System has become evident. Wisconsin's two public postsecondary education systems were created with two separate missions, intended to serve distinct educational needs of the state's citizenry. The UW System was created to provide affordable and ready access to higher education at the undergraduate and graduate level. The WTCS, in contrast, was intended to provide students with opportunities to acquire the occupational skills training necessary for full participation in the workforce.

This report explains several changes in the existing policies and practices of the UW System and the WTCS that are designed to create a more integrated approach to educational opportunity at the postsecondary level. With employers placing greater emphasis in the workplace on the need for lifelong learning, Wisconsin needs to build on the strengths of its two world-class postsecondary education systems to create a more seamless system of educational opportunities for its citizenry. Maintaining the distinct missions of the two systems is critical to their continued ability to fulfill these missions. Both institutions, however, are committed to facilitating the ability of Wisconsin students to progress up a ladder of secondary and postsecondary options that suit their academic and career needs. What is needed at this time is a new approach to higher education in Wisconsin that permits students to access postsecondary educational options in the UW System institutions and in the technical colleges, while receiving appropriate recognition for the learning that has occurred, regardless of the setting in which it has occurred.

1.1 Improving UW System Transfer Opportunities for WTCS Students

Interest in improving transfer opportunities in the UW System for WTCS students has come from employers, students, and their parents. This interest has led to on-going efforts by the faculty and administrators of the two systems to improve transfer opportunities over the last decade. Most recently, 1999 Wisconsin Act 9, the 1999-01 state's biennial budget, required the President of the University of Wisconsin System and the Director of the Wisconsin Technical College System to submit a report to the legislature on "efforts made to coordinate transfer of credits from the technical college system to the University of Wisconsin System, including a plan to coordinate the transfer of credits for additional programs, and a timetable for

implementation of the plan."[1] As a result, in January 2000, President Lyall and State Director Chin appointed a joint Transfer Study Committee to develop a plan to further advance and facilitate transfer of WTCS students to UW System institutions. (A list of members of the Transfer Study Committee is included as Appendix A.)

1.2 Layout of the Report

Section 2 of this report begins with a discussion of the current status of WTCS to UW System Transfer. It includes a brief history of the evolution of transfer policies between the two systems and describes current transfer activity, including student demographics and outcomes, current policies and practices, and a description of recent initiatives to facilitate transfer opportunities. Section 3 of this report includes the recommendations of the Transfer Study Committee. This section describes a new statement of guiding principles for transfer policy and practices as well as proposals to develop multi-institutional program articulation agreements, create several alternative baccalaureate completion programs within the UW System for WTCS associate degree graduates, and expand the WTCS general education credits that UW System institutions would consider for transfer. In addition, these recommendations include a proposal to seek state funding for the development, implementation, and marketing of degree completion programs and other transfer opportunities for WTCS students. Finally, Section 4 of the report presents a plan for implementing these recommendations and coordinating further efforts to facilitate transfer from the WTCS to the UW System.

SECTION 2
Current Status of WTCS-UW System Transfer

2.1 Background

When the UW System was created in the early 1970's, policy makers sought to limit duplication of effort and resources between the then Wisconsin Vocational Technical and Adult Education (VTAE) System[2] and the UW System by describing distinct missions for the two systems and narrowly defining transfer from the VTAE to the UW System. Until the late 1980's, credit transfer for students seeking to move from technical colleges to UW system institutions was limited to courses taken in the liberal arts collegiate transfer programs offered by three VTAE districts (*i.e*, Madison, Milwaukee, and Nicolet Area Technical Colleges). These liberal arts programs consist of general education course work similar to that found in the first two years of a traditional baccalaureate program. WTCS associate degree occupational programs, in contrast, combine more limited general education offerings with occupationally-specific offerings

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[1] §9154 Nonstatutory Provisions-University of Wisconsin System (4g) Transfer Credits; Report, 1999 Wisconsin Act 9.

[2] In 1993, the Wisconsin Vocational, Technical, and Adult Education system's name was changed to Wisconsin Technical College System (WTCS) to more clearly communicate the System's position in higher education and to reflect common national terminology.

designed to provide the skills and knowledge needed for employment in specific technical occupations.

In 1989, responding to the changing needs of students, the Boards of the two systems adopted a joint statement of principles on the transfer of credit from the technical college system to the UW System. (See Appendix C). This document reiterated the distinct missions of the two systems; committed the Board of Regents to revising the UW System Undergraduate Transfer Policy to permit UW System institutions to accept up to 15 credits in general education from students who had successfully completed a VTAE associate degree in an occupational program; and encouraged the development of program-to-program articulation agreements to facilitate the transfer of credits for technical college graduates of associate degree occupational programs.

The provision for articulation agreements encouraged UW and VTAE institutions to work together to identify associate degree occupational programs with a direct relationship. Where such relationships existed, formal articulation agreements were developed that identified specific associate degree occupational and technical credits that would transfer. The 1989 UW Undergraduate Transfer Policy limited the general education and technical credit transfer opportunities to students who had completed the VTAE associate degree. In 1995, the two Systems agreed to remove the requirement that students had to have completed the technical college associate degree in order to transfer non-college- parallel general education courses. A similar requirement that all program-to-program articulation agreements be limited to completed associate degrees was also removed.

In 1988, the UW System initiated the Transfer Information System (TIS). This project provides an electronic database showing how courses transfer from one institution to another within the UW System and from each WTCS district to each UW institution. In addition, the WTCS to UW System program-to-program articulation agreements are listed. The database also includes data about course transfer within the WTCS. The Wisconsin Technical College System has been an active partner in the development of TIS.

2.2 Current Policies and Practices

The current UW System transfer policies affecting WTCS transfers have been in place since 1995. Students transferring from the three WTCS liberal arts collegiate transfer programs at Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College may generally transfer up to 72 credits. UW System institutions may accept additional credits from these programs when appropriate. Students transferring from the WTCS associate degree occupational programs may transfer up to 15 general education credits from the areas of social science, behavioral science, and communication. In addition, UW System and WTCS institutions have developed over 370 program-to-program articulation agreements. These agreements identify additional WTCS associate degree occupational credits that will transfer into the UW baccalaureate degree program. The number of credits varies according to the UW program.

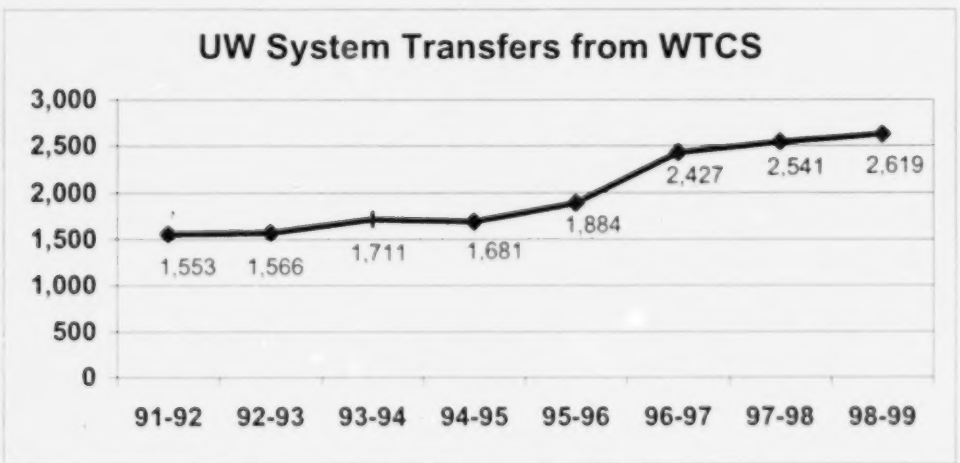
Accurate information is particularly critical to prospective transfer students as they make academic plans. UW System and WTCS have worked together to inform students of the transfer policies and of the opportunities provided by the articulation agreements. The Transfer

Information System (TIS) is a primary source of transfer advising information. University of Wisconsin System staff meet twice annually with the WTCS advisory committee to solicit recommendations for making TIS more useful to technical college students and advisors; one recent outcome of these meetings was the redesign of the WTCS articulation section of TIS. Within the past eighteen months, UW System staff have also met with WTCS student services personnel and with the WTCS Vice Presidents for Instructional Services to promote the use of TIS by students interested in transferring to the UW System and by their advisors.

2.3 Demographics and Outcomes

The UW System Office of Policy Analysis and Research prepares an annual report for the Joint Administrative Committee on Academic Programs (JACAP) which provides information about the demographics and outcomes of WTCS students who transfer to UW System institutions. WTCS transfers are compared to transfer students from out-of-state institutions, Wisconsin independent colleges and universities, and other UW System institutions. The report does not distinguish between WTCS students who transfer from the liberal arts collegiate transfer programs and the associate degree occupational programs. The complete report on enrollment, demographics and outcomes of WTCS student transfers to the UW System for 1998-99 is attached as Appendix B.

The chart below illustrates the growth in transfers from the WTCS to the UW System over the past decade. In the academic year following the adoption of the 1989 agreement on transfer from the technical colleges to the UW System (1990-91), 1,491 WTCS students transferred to UW institutions. By 1998-99, the number of WTCS student transfers increased to 2,619. WTCS student transfers now comprise 16.9% of the transfers into or within the UW System. Much of the growth in the number of WTCS transfers may be attributed to the 1989 and 1995 changes to the transfer policies



WTCS to UW System transfer patterns tend to be regional. That is, WTCS students are most likely to enroll at the UW institution closest to the WTCS institution they attended. For example, in academic year 1998-99 about 70% of the UW transfers from Milwaukee Area Technical College attended UW-Milwaukee and about 70% of the UW transfers from Western Wisconsin Technical College attended UW-La Crosse.

Students transferring from WTCS to UW tend to be older than other transfer students and are more likely to attend part-time. In academic year 1998-99, 32% of WTCS transfers were 25 years or older compared to 18% of the non-WTCS transfers; 29% of WTCS transfers attended part-time, compared to 15% of other transfers.

Grade point average and graduation rates are two measures for assessing the success of transfer students. The average UW grade point average of WTCS transfers at the end of their first year is 2.8 compared to a 3.0 for other transfers.

The UW System uses a combination of the 5th year graduation rate and 6th year retention to predict eventual transfer graduation rate. (As is common in higher education administration, it is assumed that students who are still enrolled six years after entering are likely to eventually graduate.) Fifth year graduation and 6th year retention rates for students transferring to the UW for fall 1989 through fall 1992 were compared. Students whose number of transferable credits at the time of entry classified them as freshmen were compared with other freshmen transfers, students whose number of transferable credits at the time of entry classified them as sophomores were compared with other sophomore transfers. Both freshman and sophomore WTCS transfer students have fifth year graduation and sixth year retention rates comparable to transfers from out-of-state institutions and Wisconsin independent institutions, but graduation and retention rates lower than those of transfers between UW System institutions.

2.4. Current Discussions and Initiatives

Over the past eighteen months, a number of discussions related to WTCS to UW System transfer have been occurring. The primary motivation for these efforts has been the recognition of the need for many of the state's workers to continue their undergraduate education. As the state's economy has evolved, the educational requirements in the workplace have changed. Employers need workers both with strong technical skills and with appropriate management and professional skills. Increasingly, employers expect workers to have a baccalaureate degree to be eligible for advancement. The deliberations of four formal bodies have contributed to the plan for increased transfer opportunities for WTCS students: The Joint Administrative Committee on Academic Program Ad Hoc Committee on Transfer; the WTCS/ UW System Transfer Study Committee; and the governing boards of the two Systems, the Wisconsin Technical College System Board and the University of Wisconsin System Board of Regents.

JACAP Ad Hoc Committee on Transfer

The Joint Administrative Committee on Academic Programs (JACAP) is a group of senior administrators from the UW System and the WTCS that serves as a vehicle for dialogue between the two systems. Its charge is to encourage maximum educational opportunities, to maximize

areas of cooperation and to avoid unnecessary duplication in a coordinated pursuit of the unique missions of the two systems. In the fall of the 1998-99 academic year, JACAP appointed an Ad Hoc Committee on Transfer. This committee was charged with reviewing the process for developing program-to-program articulation agreements between the two systems and the policy regarding general education transfer. The Ad Hoc Committee's final report, issued in the spring of 1999, made several recommendations for facilitating the development and promotion of articulation agreements. This report also recommended that the UW System transfer policy be revised to permit credit to be granted for appropriate WTCS mathematics and science courses.

In addition, the JACAP report recommended that different models for articulation agreements be explored. As is typically the case in higher education, within certain parameters, each individual UW System and WTCS institution determines its own curriculum. WTCS districts offering similar degree programs do not, for the most part, share exactly the same curriculum. Although a high percentage of the curriculum and the expected learning outcomes for WTCS occupational programs will be comparable, these programs are tailored to local labor market demands. Similarly, UW System institutions offering similar baccalaureate degree programs do not typically share a common curriculum. Therefore, each articulation agreement currently in place is specific to a particular UW System institution and technical college. Moreover, agreements typically have been developed only between institutions that have had a history of significant transfer. Therefore, despite the approximately 370 articulation agreements currently in place between the two systems, WTCS students interested in transferring to a specific UW System institution may discover that there is no articulation agreement in their field between that UW System and the WTCS institution they attended. The JACAP report suggested that WTCS and UW System explore ways to broaden articulation agreements.

Transfer Study Committee

In January 2000, the UW System President and WTCS State Director appointed a joint Transfer Study Committee. The Committee was charged with developing "a plan to further advance and facilitate transfer of WTCS credits to UW, taking into account the mission of each of the systems and the need to keep those missions distinct." The Transfer Study Committee included senior administrators from the WTCS and UW System institutions and system offices and was co-chaired by the UW System Senior Vice President for Academic Affairs and the Wisconsin Technical College Assistant State Director for Program and Economic Development. The Governor's Office also appointed a representative to serve on the committee.

The committee members reviewed the recommendations of the JACAP Ad Hoc Committee, examined examples of degree completion programs, articulation agreements, and transfer policies from throughout the country, and discussed perceived benefits and limitations of current program-to-program articulation agreements. Suggestions were solicited from individuals and groups in both systems during regular meetings of internal constituencies (Chancellors, Presidents, faculty representatives, etc.). Members of the committee also met with representatives from Wisconsin Student Government, the elected student government group for WTCS students to hear students' transfer concerns, describe current transfer policies and discuss the Transfer Study Committee's work.

The subcommittees of the Transfer Study Committee developed a number of proposals for consideration by the committee as a whole. These proposals included recommendations for the development of new baccalaureate completion degrees in several broad program areas, development of a baccalaureate completion degree in the liberal arts and sciences, and the development of multi-institutional articulation agreements. In addition, the Transfer Study Committee examined the issue of expanding transfer opportunities for WTCS students seeking to transfer general education credits outside the context of degree completion programs or program articulation agreements. Finally, the Transfer Study Committee considered and recommended for adoption by the UW System Board of Regents and the WTCS Board a new statement of principles on student transfer to guide the transfer initiatives of the two systems in coming years. Further discussion of the recommendations of the Transfer Study Committee is provided in Section 3 of this report.

Joint Meeting of WTCS Board and UW System Board of Regents

On April 6, 2000, the Wisconsin Technical College System Board and the University of Wisconsin System Board of Regents held an historic joint meeting. For the first time in their history, the two boards met in formal joint session. In their joint session, board members discussed the distinct missions of the two systems and heard examples of on-going collaborative efforts. In addition, the two governing boards adopted the *Statement of Guiding Principles on Student Transfer From the Wisconsin Technical College System to the University of Wisconsin System* as recommended by the Transfer Study Committee. In separate action, the UW System Board of Regents also adopted the Transfer Study Committee recommendations on the development of baccalaureate completion degrees, multi-institutional articulation agreements, and changes to the UW undergraduate transfer policy concerning WTCS general education courses. The text of these resolutions is provided as Appendix E.

SECTION 3
Recommendations of the Transfer Study Committee

The Transfer Study Committee has developed four specific recommendations designed to improve UW System transfer opportunities for WTCS students. These recommendations include: (1) the revision of the 1989 statement on principles governing student transfer from the WTCS; (2) a commitment to develop multi-institutional program articulation agreements; (3) a proposal to create several alternative baccalaureate completion programs within the UW System for WTCS associate degree graduates; and (4) an agreement to expand the WTCS general education credits that UW System institutions would consider for transfer. In addition, the Transfer Study Committee has proposed a number of specific initiatives to implement its major recommendations, to share information about transfer between the two systems, and to facilitate progress toward further efforts to improve transfer opportunities for WTCS students.

3.1 New Guiding Principles for Student Transfer

The 1989 joint agreement on principles governing student transfer provided a framework for UW transfer policies and practices for WTCS for the last decade. As faculty and administrators from the two systems have worked with each other under the auspices of the 1989 agreement to craft the hundreds of existing program articulation agreements, they have gained greater familiarity

with the similarities and differences between the academic programming offered by the state's two public postsecondary education systems. Over the last several years, however, the shortcomings of the 1989 agreement, with its reliance on the program-to-program articulation process and limits on the possible transfer of WTCS general education credit, has become evident.

A primary recommendation of the Transfer Study Committee was the adoption of a revised statement on principles for student transfer. In this revised statement, both of the state's postsecondary education governing boards acknowledge that "through differentiated missions, the two systems are responsible for providing the majority of postsecondary education training options available to the state's citizens. The UW System's mission is to disseminate knowledge and its applications, and to develop in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise. The primary purpose of the WTCS is to enable students to acquire the occupational skills training necessary for full participation in the work force, stressing job training and retraining and recognizing the rapidly changing educational needs of the citizens of the state to keep current with the demands of the work place." In addition, the WTCS Board affirms that it does not seek changes to its historic mission of occupational preparation nor an expansion of its liberal arts collegiate transfer programs.

The *Statement of Principles* commits both systems to facilitating Wisconsin students' efforts to progress up a ladder of secondary and postsecondary options that suits their academic and career needs. In addition, UW System Board of Regents affirms its willingness to provide expanded opportunities for recognition of WTCS associate degree course work.

The *Statement of Principles*, outlines a number of goals for better serving students. These goals include:

- Accelerating the achievement of students' educational goals while maintaining the integrity of the UW System institutions and their specialized program accreditation.
- Offering maximum appropriate recognition for work completed at a WTCS institution that is related to the student's educational goals and the UW degree requirements.
- Offering flexibility for students by providing multiple ways of gaining the credentials they need for their personal and career development.
- Leveraging prior course work to reduce duplication and cost.

The statement further commits the two systems to work together to advise students regarding the purposes, programs, and opportunities available through the two systems. Additionally, it commits the two systems to work cooperatively to improve the monitoring of WTCS students who transfer to UW institutions in order to evaluate the new initiatives and other cooperative efforts.

The complete *Statement of Guiding Principles on Student Transfer from the Wisconsin Technical College System to the University of Wisconsin System* is in Appendix D. This document provides

the context for the Transfer Study Committee's other recommendations and for specific initiatives to improve transfer opportunities for WTCS students.

3.2 Recommendations to Create New UW System Transfer Options for WTCS Students
The academic goals of WTCS transfers to UW System can be grouped into three general categories:

- Complete a bachelor's degree in a specific UW major closely aligned to a WTCS associate degree program;
- Complete a general baccalaureate degree building upon their WTCS associate degree;
- Successfully transfer WTCS general education credits toward a UW degree program.

No single transfer option could address all of these disparate goals. Therefore, the Transfer Study Committee has developed several individual recommendations to create new transfer opportunities within the UW System to accommodate the varied needs of WTCS students. The Committee anticipates that a series of initiatives, to be implemented over the next several years as a result of these recommendations, will provide a range of options for WTCS students who seek to transfer to the UW System and will facilitate these students achieving their educational goals in a timely manner.

Multi-Institutional Program Articulation
As indicated earlier, over the past decade WTCS and UW System institutions have developed over 370 program-to-program articulation agreements as a result of the adoption in 1989 of the first joint statement on principles for transfer by the UW system and the WTCS. These agreements are an excellent method for facilitating transfer when faculty from the two systems work together to identify course-to-course alignment for a significant number of courses in a program. They are a valuable tool for the students whose goal is to complete a baccalaureate degree in a program at a specific UW System institution that is closely aligned to a specific WTCS associate degree occupational program. Articulation agreements are most useful to a student's speedy degree completion when there is clear course-to-course alignment for a majority of the courses in the program, or when WTCS program competencies have been articulated and aligned with UW courses, while maintaining the occupational focus of the WTCS program.

Recommendation: To address the limitations created by the one WTCS institution-to-one UW System institution nature of the current articulation agreements, the WTCS and the UW System should develop 2+2 and other multi-institutional articulation agreements between the WTCS and UW institutions in appropriate program areas where course content alignment and consistency is determined to exist, starting with pilot agreements in Nursing and Early Childhood Education.

The Transfer Study Committee anticipates that these new multi-institutional program-to-program articulation agreements will allow more WTCS students to take advantage of the articulation agreement as a tool to facilitate transfer.

Baccalaureate Degree Completion Programs

Many technical college programs have no direct counterpart in the array of UW System majors. Model programs at UW-Stout and UW-Green Bay as well as in many other public and private institutions in Wisconsin and the U.S. offer students with an associate degree in applied science the opportunity to earn a baccalaureate degree building on their technical college education. Typically, these baccalaureate degree completion programs require associate degree graduates to complete an additional 60 to 64 credits that provide general coverage of management and technical subjects together with a strong academic foundation in areas such as written and oral communications, mathematics, science, and the social sciences. Nationally, baccalaureate degree completion programs have been developed in a variety of academic fields as diverse as nursing, criminal justice, engineering, and industrial management, and business administration in response to dramatic increases in workplace technology and the need to support the implementation of this technology with a more skilled and highly educated workforce.

Baccalaureate degree completion programs have often been called "upside down" or reverse funnel degrees. In a traditional undergraduate degree program, students spend the first two years of their undergraduate program completing general education requirements designed to foster the development of critical thinking and communication skills and provide a broader perspective on their undergraduate education. Undergraduates then typically spend the last two years of their baccalaureate program building on the general education core and pursuing more specialized, in-depth work in one or more fields of study. In a baccalaureate degree completion program, in contrast, the goal of the program is to provide a student who has already gained considerable technical skill and knowledge in a field with more general, well-rounded educational context in which to place their technical education.

Recommendation: To meet the needs of WTCS associate degree occupational program graduates who seek to complete a baccalaureate degree in a broad academic area, the UW System should create 2+2 degree completion programs and utilize existing degree completion and extended degree programs that enable WTCS students graduating with an associate degree of applied science to transfer as a third year student into a:

- Companion bachelor of science or applied science degree program in a related field of study, including a degree in Industrial Management; or
- Broad-based bachelor of applied arts or sciences degree program for which the Office of Academic Affairs will seek authorization during the 2000-01 academic year.

The Transfer Study Committee anticipates that by recognizing the high level of technical skill and learning that technical college graduates have already attained, these new completion programs would reduce the cost to students and to employers who provide tuition reimbursement benefits to employees seeking further education. These new completion options should help to eliminate the repetition of course work at a UW System institution that transfer students had already completed at a WTCS institution. The Transfer Study Committee anticipates that the greater availability of baccalaureate completion programs in a broader range of occupational fields will encourage more high school students and their parents to begin their postsecondary education in a technical field by enrolling in options available through the Wisconsin Technical College System. With a solid occupational skill in hand, students could then immediately

complete a baccalaureate program in the UW System, or more likely, work full or part-time and complete their studies at the UW at their own pace.

Expanding General Education Credit Transfer
WTCS students enrolled in associate degree occupational programs complete course work in general education (*i.e.*, communications, behavioral science, social science, mathematics, and science) as well as course work to acquire skills and knowledge needed to gain employment in a specific occupational area. General education at the associate degree level in the WTCS is similar to the liberal arts courses found in the first two years of a baccalaureate degree program. The function of WTCS general education courses is to provide students with a broad academic foundation that helps them to place their occupational studies in a broader perspective as well as to provide specific academic skills and knowledge needed for success in a specific occupational field.

For the past decade, the University of Wisconsin System Board of Regents policy on undergraduate transfer of credit limited the number of general education credits a technical college student may transfer to a UW System institution to no more than 15 credits drawn from the fields of communications, behavioral science, and social science. This policy was consistent with the 1989 joint statement of principles on the transfer of credit from the WTCS to UW System institutions. This limit was agreed upon prior to widespread interaction between faculty and administrators in the two systems about curriculum articulation and transfer issues.

The "typical" WTCS associate degree occupational program involves nine to twelve additional credits in general education course work beyond the required 15 credits in communications, behavioral science, and social science. Most of these additional required courses are in mathematics and/or science. Therefore, the Transfer Committee determined that the categories of general education courses eligible for consideration for transfer should be expanded to include mathematics and science.

Recommendation: To meet the needs of students whose educational goals change or who want to earn a degree in a specific UW major that may not be related to their WTCS occupational program, the UW System Board of Regents should permit UW institutions to accept in transfer up to:

- 15 credits of general education course work from WTCS associate degree occupational programs from the areas of communications, behavioral science, and social science; and, in addition,
- Two courses in mathematics and/or natural sciences.

On-going Responsibility for Coordinating Efforts to Facilitate Transfer
The final recommendation of the Transfer Study Committee is to designate the Joint Administrative Committee on Academic Programs (JACAP) as the body responsible for continuing to facilitate transfer from the WTCS to the UW System. As noted above, JACAP is a group of senior administrators from the UW System and the WTCS that serves as a vehicle for dialogue between the two systems. JACAP's charge is to encourage maximum educational

opportunities, to maximize areas of cooperation, and to avoid unnecessary duplication in a coordinated pursuit of the unique missions of the two systems. JACAP currently provides senior administrators from the WTCS and the UW System with opportunities to design and review reports on transfer between the two systems. For the last several years, JACAP has produced reports describing transfer activities between the two systems. It has also played an important role in helping to facilitate discussions of changes in transfer opportunities from the WTCS to the UW System.

Recommendation: To ensure oversight of efforts to improve transfer opportunities for WTCS students in the UW System, JACAP should be charged with the responsibility to monitor the implementation of the initiatives recommended in this report and to continue to review the status of transfer between the two systems. Annually, the co-chairs of JACAP should initiate a joint meeting with the President of the UW System, the State Director of the WTCS, and the chief academic officers of the two systems. The purposes of the meeting should be to review the progress toward implementation of the initiatives, report on any new initiatives and/or emerging transfer issues, and present recommendations regarding the facilitation of transfer. In addition, JACAP should continue to provide the President and the State Director with its annual report regarding transfer and other areas of collaboration. The President and State Director should share this report with the WTCS Board and the UW System Board of Regents.

SECTION 4
Plan for Improving UW System Transfer Opportunities for WTCS Students

In1999 Wisconsin Act 9, the Legislature required, as part of the report on efforts to facilitate transfer opportunities from the WTCS to the UW System, a plan to coordinate the transfer of credits for additional programs and a timetable for implementation of the plan. This plan is summarized in Table 1. This table describes, in terms of each of the recommendations of the Transfer Study Committee, specific actions the WTCS and the UW System will undertake to improve opportunities for WTCS students to transfer to UW System institutions.

As noted above, the WTCS Board and the UW System Board of Regents indicated their support of the plan, in conceptual form, by adopting the joint statement on guiding principles for transfer at their April 6, 2000 meeting. The UW System Board of Regents further indicated its support of key components of the plan by adopting three resolutions at the April 6, 2000 meeting authorizing the University of Wisconsin institutions to: develop multi-institutional articulation agreements; create baccalaureate degree completion programs; and increase the limit on general education credits from occupational programs. The Board of Regents also established timelines for moving these items from concept to implementation.

4.1 Statement of Guiding Principles
The WTCS Board and the UW System Board of Regents adopted the Statement of Guiding Principles on Student Transfer From the Wisconsin Technical College System to the University of Wisconsin System at their joint April 2000 board meeting. Implementation of this statement will require:

- WTCS Board and UW System Administration staff to jointly develop and implement a data sharing agreement to permit UW System to more clearly identify WTCS students transferring to UW System institutions for program improvement purposes;
- A working group appointed by the heads of the WTCS and the UW System to design an appropriate reporting mechanism for program improvement.
- WTCS and UW System staff to work cooperatively to advise students, parents, employers, secondary school personnel and others regarding the different missions of the two systems as well as the opportunities for transfer from one to another;
- UW System staff to update the Transfer Information System (TIS) to reflect changes in UW System transfer policies and opportunities;
- Staff from both systems working to expand the functionality of TIS and to promote its use among students and advisors.

4.2 Multi-institutional articulation agreements:
Two subcommittees of JACAP have been working since Spring 1999 to explore new multi-institutional articulation agreements.

- A group comprised of nursing faculty and administrators from UW System and WTCS has been working to develop one agreement that will apply to any WTCS Associate Degree in Nursing (ADN) and any of the five University of Wisconsin Baccalaureate Degree in Nursing (BSN) programs. A pilot nursing articulation agreement will be implemented by January 2001 between the sixteen WTCS districts and the five UW System nursing programs following acceptance of course modifications made in WTCS nursing-related science courses.
- In addition, a working group that includes early childhood professionals from the Department of Workforce Development, the Department of Public Instruction, Head Start, WTCS, and UW System are developing strategies for facilitating articulation agreements in WTCS Childcare and Development programs and UW System Early Childhood Education programs. By September 2001 an articulation agreement that will include all WTCS childcare associate degree programs will be piloted with at least one UW institution.

4.3 Baccalaureate Degree Completion Programs
Several UW System institutions have been developing baccalaureate degree completion programs. The UW System is committed to taking the following steps:

- UW-Stout is enrolling WTCS graduates from technical programs as third year students in a program leading to the completion of a bachelor of science in Industrial Management;

- The University of Wisconsin System Office of Academic Affairs will work with one or more UW institutions to seek authorization from the Board of Regents for a new bachelor of applied arts or sciences degree during the 2000-01 academic year.

The UW System anticipates that these and several additional baccalaureate degree completion programs will be made available to students throughout the state by using distance technology and/or by developing new collaborative arrangements among University of Wisconsin institutions. The WTCS and the UW System are committed to working cooperatively to explore additional degree completion programs in areas of high need.

4.4 General Education Credits

The UW System Board of Regents acted on the initial recommendations of the Transfer Study Committee at its April meeting and has already approved the expansion of the number and kinds of general education courses WTCS students may be permitted to transfer to a UW System institution. Effective Fall 2000, University of Wisconsin institutions may accept up to a total of two courses completed after September 1, 1995 in mathematics and/or natural science from the WTCS occupational programs in addition to up to 15 credits in communications and behavioral and social sciences.

Although the UW System Board of Regents has already ratified this recommendation, UW System Administration will need to modify and submit to the Board of Regents for its approval a revised undergraduate transfer policy that reflects this and other related changes in transfer opportunities for WTCS students enrolling in UW System institutions.

4.5 On-going Responsibility for Coordinating Efforts to Facilitate Transfer

JACAP should continue to serve as a vehicle for communication between the state's two systems of postsecondary education and to encourage maximum educational opportunities for students. JACAP should monitor and promote the implementation of the recommended initiatives and continue to review the status of transfer between the two systems. Each spring, JACAP should initiate a joint meeting with the President of the UW System and the State Director of the WTCS to review progress on facilitating improvement in transfer opportunities in the UW System for WTCS students. In addition, JACAP should continue to provide the President and State Director with its annual report regarding transfer and other areas of collaboration. The President and State Director should share the JACAP report with their respective boards on an annual basis.

Table 1

TRANSFER STUDY COMMITTEE RECOMMENDATIONS	TARGET DATE
Statement of Principles	
WTCS Board and UW System Administration will develop and put in place a data sharing agreement to permit UW System to identify WTCS students transferring to UW System institutions.	December 2000
A working group appointed by the heads of the two systems will begin to design an appropriate reporting mechanism for program improvement.	December 2000
WTCS and UW System staff will work together to update the existing joint on-line advising resources for students, parents, and counselors, to reflect new transfer opportunities open to WTCS students and graduates.	October 2000
Multi-Institutional Program Articulation	
An agreement will be in place for WTCS associate degree nursing graduates to enter any one of the five UW System baccalaureate nursing programs.	January 2001
Pilot agreement will be in place for WTCS associate degree Child Care and Development graduates to enter baccalaureate Early Childhood Education program at one UW System institution.	September 2001
Initial assessment of articulation efforts in Nursing and Early Childhood Education to determine success of the programs and identify areas for improvement will begin.	September 2003
Expansion of pilot efforts in Early Childhood Education to additional UW System institutions if appropriate will be initiated.	November 2003
Baccalaureate Degree Completion Programs	
Industrial Management program at UW-Stout begins enrolling WTCS graduates from associate degree technical programs.	September 2000
A working group of JACAP will explore the development of additional degree completion programs in areas of high need such as computer information systems, business administration, service management, and health care administration and include their recommendations in their annual report.	September 2000

At least three additional baccalaureate degree completion programs in areas of high demand will begin enrolling WTCS graduates from associate degree occupational programs.	September 2002
UW System Board of Regents asked to authorize development of a new broad-based bachelor of applied arts or sciences degree program.	No later than June 2001
New broad-based bachelor of applied arts or sciences degree program begins enrolling WTCS graduates available statewide.	September 2002
General Education	
UW System institutions implement the Board of Regents resolution permitting UW System institutions to accept up to two mathematics and/or science courses completed after September 1, 1995 as well as up to 15 credits in communications, behavioral science, and social science in transfer from a WTCS institution.	September 2000
UW System Board of Regents adopts a modified undergraduate transfer policy permitting UW System institutions to accept up to two mathematics and/or science courses completed after September 1, 1995 as well as up to 15 credits in communications, behavior science, and social science in transfer from a WTCS institution.	December 2000
On-going Activities	
UW System and WTCS staff will update the Transfer Information System (TIS) to reflect new opportunities for transfer as they are implemented.	
JACAP will continue to produce reports describing transfer activities between the two systems.	
The heads of the two systems will meet each year with the chief academic officers of the two systems, and the JACAP co-chairs to review progress toward implementation of the initiatives, report on any new initiatives and/or emerging transfer issues, and present any recommendations regarding the facilitation of transfer. Following receipt of the JACAP annual report, the heads of the two systems will share the report with their respective governing boards.	

APPENDICES TO THE REPORT

University of Wisconsin System
Wisconsin Technical College System
Transfer Study Committee

Study Committee Co-Chairs

David J. Ward
Senior Vice President for Academic Affairs
UW System Administration

James A. Urness
Assistant State Director
Wisconsin Technical College System Board

Study Committee Members

Howard Cohen
Provost and Vice Chancellor
UW-Green Bay

Kathleen Christensen
Vice President, Student Services
Milwaukee Area Technical College

John P. Keating
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William Ihlenfeldt
President
Chippewa Valley Technical College

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Susan May
Vice President, Instructional Services
Fox Valley Technical College

Larry J. Rubin
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Lee Rasch
President
Western Wisconsin Technical College

Robert Sedlak
Provost and Vice Chancellor
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Executive Vice President, Student and Instructional Services
Waukesha County Area Technical College

Special Representative of the Governor

Karl V. Hertz
Thiensville, Wisconsin

Committee Staff

Betsy West
Special Assistant for Student Services and Transfer
UW System Administration

Janet L. Washbon
Director, Policy and Government Relations
Wisconsin Technical College System Board

Joint Administrative Committee on Academic Programs

WTCS Transfers to the University of Wisconsin System

Information on:

Enrollment
Demographics
Outcomes
Conclusions

Prepared by:
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INTRODUCTION

The following report, produced for the Joint Administrative Committee on Academic Programs (JACAP), includes information on UW System transfer students with particular attention to transfers from the Wisconsin Technical College System. The 1998 report was expanded to include WTCS district-specific information. This district information is included in the 1999 report as well.

In previous reports, new transfer students (i.e. students who had not previously enrolled at the institution to which they are transferring) were combined with re-entry transfer students (i.e. students who were re-enrolling at a UW institution with transfer credits) to create the category of transfer students. Starting with this report, transfer trends will be shown for both new and re-entry transfer students. Demographic information will be shown for new transfers only and outcome information will be shown for new transfers when possible and shown for all transfer students when the two categories cannot be separated.

ENROLLMENT INFORMATION

During the 1998-99 year[1], 14,802 students transferred within or into the UW System (Figure 1). Of these transfer students, 12,753 were new transfer students and 2,049 were re-entry transfer students. The number of new transfer students was virtually unchanged from 1997-98 while the number of re-entry transfer students rose by 174, or 9.3%.

Figure 1
Transfer Students Into and Within the UW System
1995-96 to 1998-99
by Entrance Status

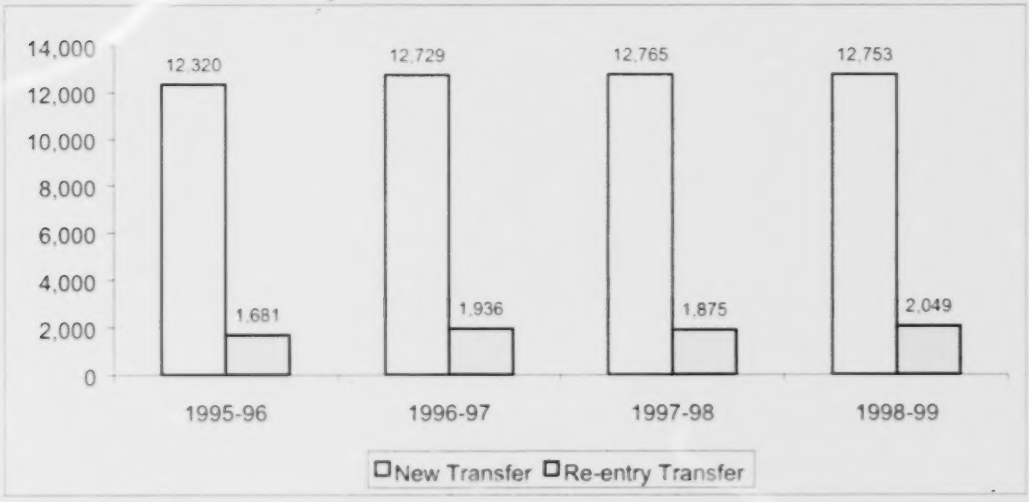


Figure 2 illustrates the trend in WTCS transfers and re-entry transfers into the UW System. In 1998-99, there were 2,153 new transfers from WTCS districts into the UW System. This is an increase of 64 students, or 3.1%, from 1997-98. Re-entry transfers from WTCS grew by 14 students, or 3.1%, from 1997-98.

In 1998-99, ten WTCS districts experienced an increase in new transfers (ranging from 2.0% to 50%) while six WTCS districts experienced a decline in new transfers (ranging from 3.4% to 24.4%). Appendix A shows the change in new transfers from 1997-98 to 1998-99 by WTCS district. Appendix B shows the four-year trend in new transfers from WTCS to the UW System by WTCS district.

Figure 2
WTCS Transfer Students to the UW System
1995-96 to 1998-99
by Entrance Status

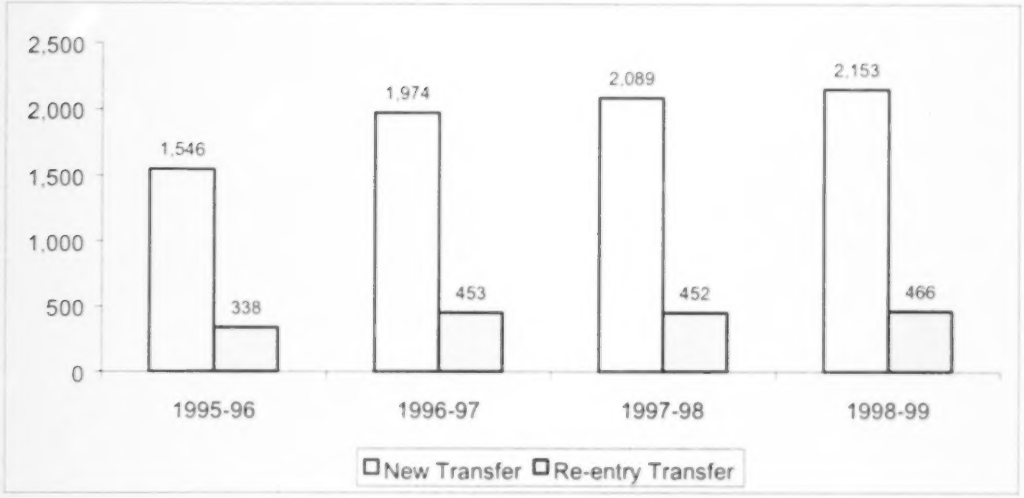
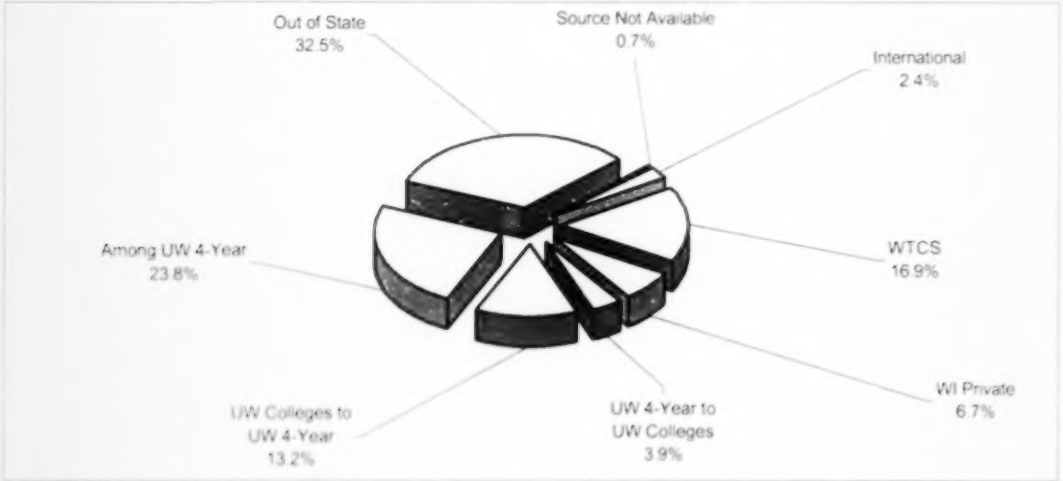


Figure 3 illustrates the proportion of new transfer students within and into the UW System in the 1998-99 year by type of sending institution[ii]. WTCS new transfer students constituted 16.9 percent of the total new transfer population. The largest share of new transfers into the UW System, 32.5 percent, continues to come from out-of-state institutions. However, when looking at the UW System as a whole, the largest source of new transfer students to the UW System is other UW colleges and universities at 40.9% (23.8%+ 13.2% + 3.9%). See Appendix C for details on new transfer students and Appendix D for details on re-entry transfer students.

Figure 3
New Transfer Students to the UW System
1998-99
by Type of Sending Institution



DEMOGRAPHIC INFORMATION

Figure 4 shows the distribution of the Fall 1998 new transfer cohort by classification. Fifty percent of WTCS new transfer students entered the UW System as freshmen compared to twenty-three percent of the remaining fall 1998 new transfer cohort. Appendix E shows the distribution of the Fall 1998 WTCS new transfer cohort to the UW System by classification and WTCS district.

Figure 4
Fall 1998 New Transfer Cohort
by Student Classification

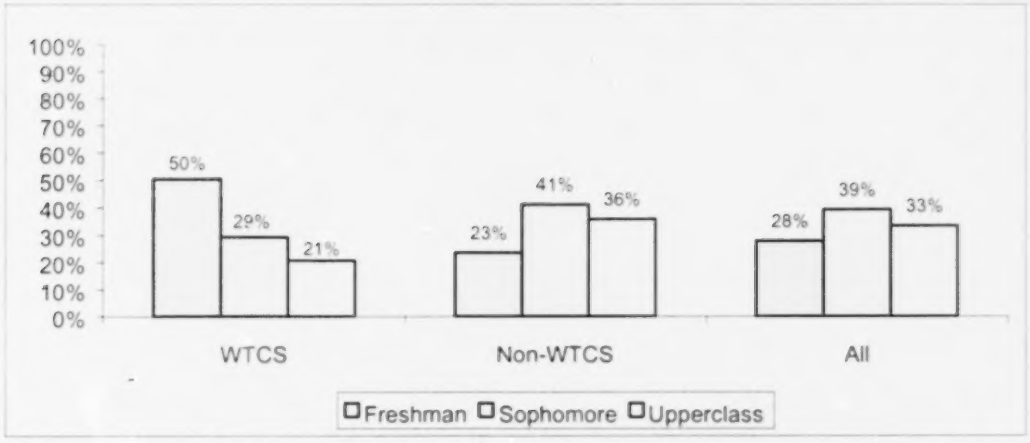


Figure 5 shows the full-time/part-time status[iii] of the Fall 1998 transfer cohort based on the first semester credit load. Twenty nine percent of the new transfer students from WTCS institutions were part-time students while fifteen percent of the remaining Fall 1998 new transfer cohort were part-time students. Appendix F shows the distribution of the WTCS new transfers to the UW System by full-time/part-time status and WTCS district.

Figure 5
Fall 1998 New Transfer Cohort
by Full-Time/Part-Time Status

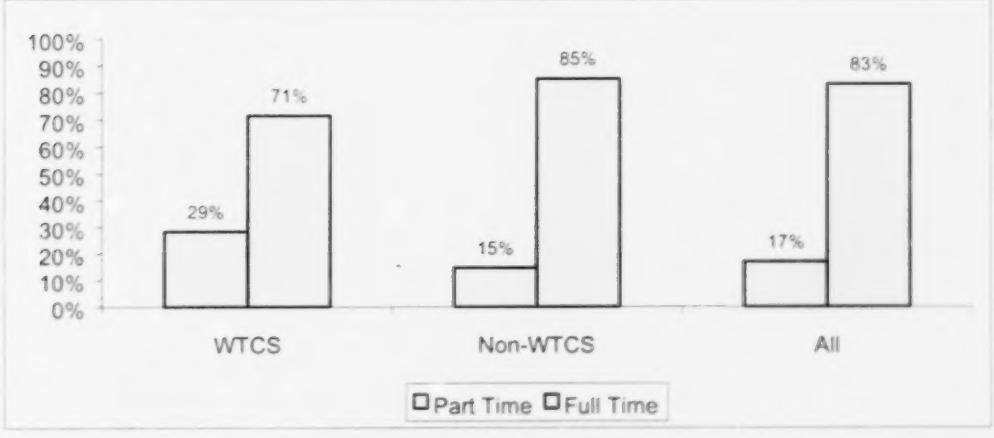


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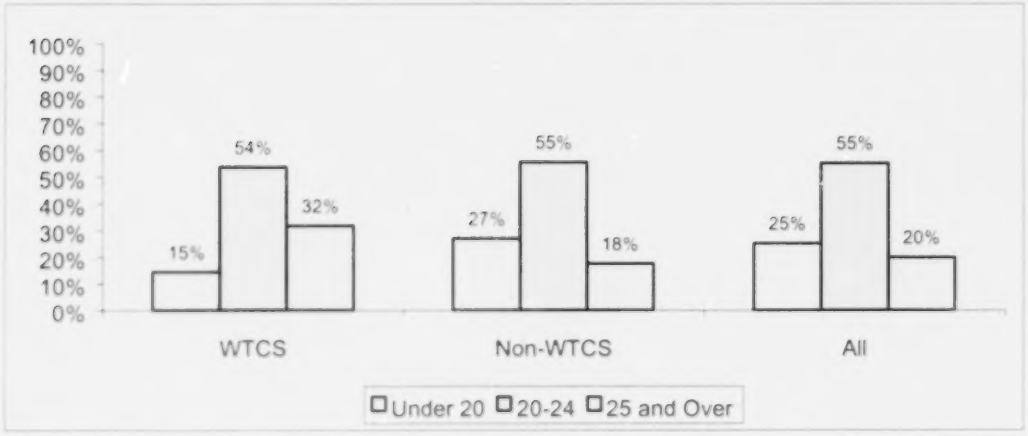
Figure 6 shows the age distribution of the Fall 1998 entering new transfer cohort. Thirty-two percent of new transfer students from WTCS were 25 or older while eighteen percent of the remaining Fall 1998 new transfer students were 25 or older. Appendix G shows the distribution of the WTCS new transfers to the UW System by age group and WTCS district.

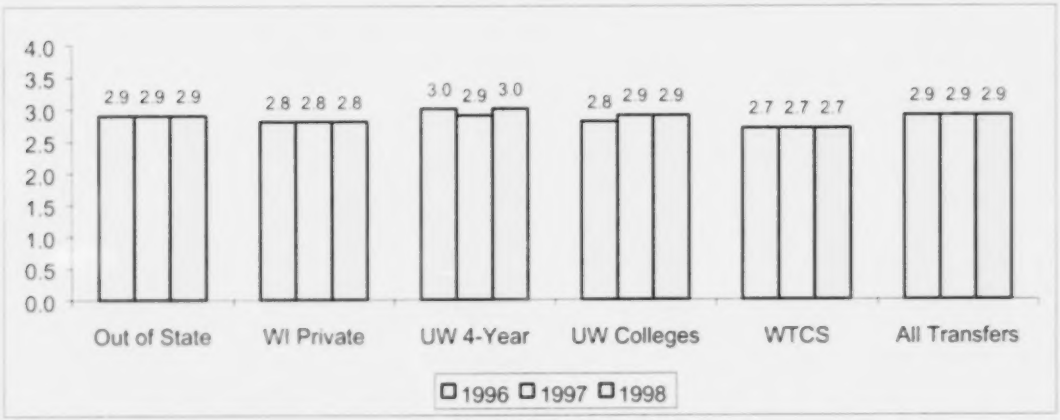
Figure 6
Fall 1998 New Transfer Cohort
by Age Group



OUTCOME INFORMATION

Figure 7 shows the first semester grade-point averages (GPA) for Fall 1996, 1997, and 1998 new transfer students. The average first semester GPA for all new transfer students is 2.9 on a 4.0 scale. There has been no change in the average first semester GPA for the past three groups of fall new transfer entrants. Average first semester GPAs for WTCS new transfer students are slightly below the overall average at 2.7. Appendix H shows the average first semester GPAs of the Fall 1998 WTCS new transfers to the UW System by WTCS district.

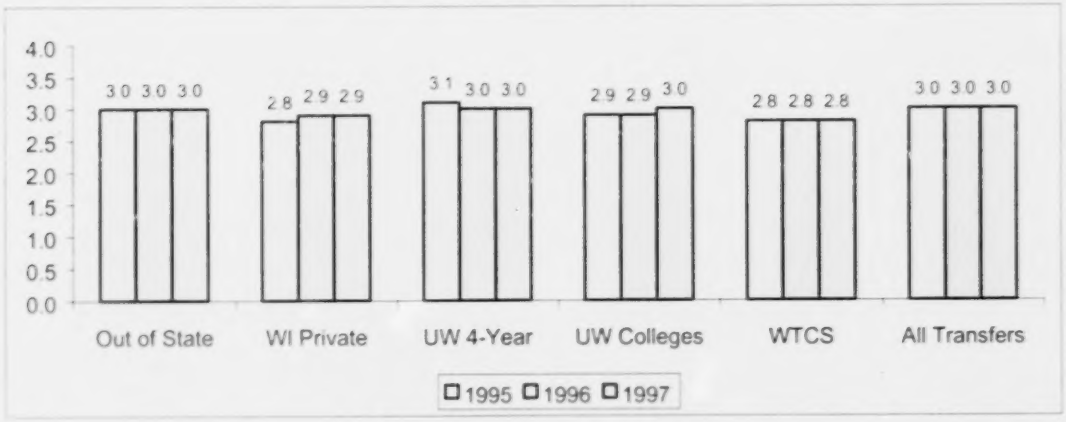
Figure 7
Average First Semester GPAs of New Transfers by Type of Sending Institution
Fall 1996 to Fall 1998 Entrants



Note: Does not include data from UW-Platteville for Fall 1998 entrants.

Figure 8 shows the first year grade-point averages (GPA) for Fall 1995, 1996, and 1997 new transfer students. The average first year GPA for all new transfer students is 3.0 on a 4.0 scale. There has been no change in the average first year GPA for the past three groups of fall new transfer entrants. Average first year GPAs for WTCS new transfer students are slightly below the overall average at 2.8. Appendix I shows the average first year GPAs of the Fall 1997 WTCS new transfers to the UW System by WTCS district.

Figure 8
Average First Year GPAs of New Transfers by Type of Sending Institution
Fall 1995 to Fall 1997 Entrants



Figures 9, 10 and 11 show a four-year trend in the 5th year graduation[ii] and 6th year retention[i] rates of transfers into and within the UW System by type of sending institution and classification at the time of transfer. A combination of the 5th year graduation and 6th year retention rates can be used to predict the eventual transfer student graduation rate.

Figure 9 shows the 5th year graduation and 6th year retention rates for the transfer cohort that entered the UW System classified as freshmen. The combined rate for WTCS freshman transfer students is comparable to the combined rate of freshman transfers from WI private institutions and, for most years, is comparable to the combined rate of freshman transfers from out of state institutions. The combined rate for WTCS freshman transfer students is below the combined rate for freshman transfers from UW Colleges and freshman transfers from UW four-year institutions. The combined graduation retention rate for freshman transfers from WTCS dropped to 35% (24% graduation rate + 11% retention rate) for the 1992 cohort when the rate had been above 40% for the prior three years.

Figure 9
5th Year Graduation and 6th Year Retention Rates
for Fall 1989-Fall 1992 Freshman Transfer Cohorts
by Type of Sending Institution

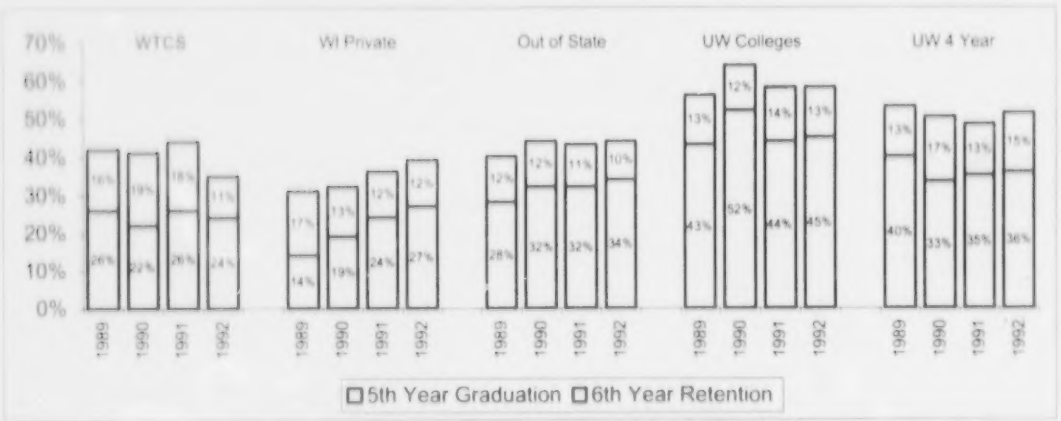


Figure 10 shows the 5th year graduation and 6th year retention rates for the transfer cohort that entered the UW System classified as sophomores. For the four years shown, the combined rate for WTCS sophomore transfers exceeds the rate for sophomore transfers from WI private institutions and is generally comparable to the combined rate for sophomore transfers from out of state institutions. The combined rate for WTCS sophomore transfers is below the combined rate for sophomore transfers from both UW Colleges and UW four-year institutions.

Figure 10
5th Year Graduation and 6th Year Retention Rates
for Fall 1989-Fall 1992 Sophomore Transfer Cohorts
by Type of Sending Institution

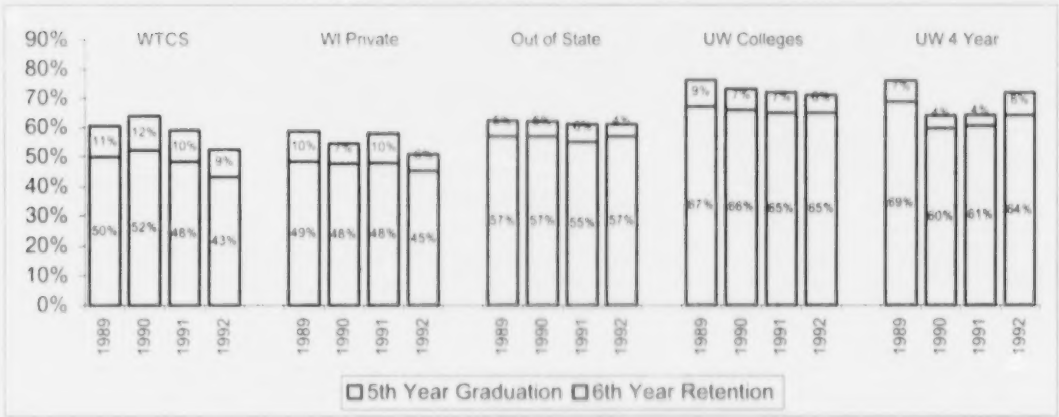
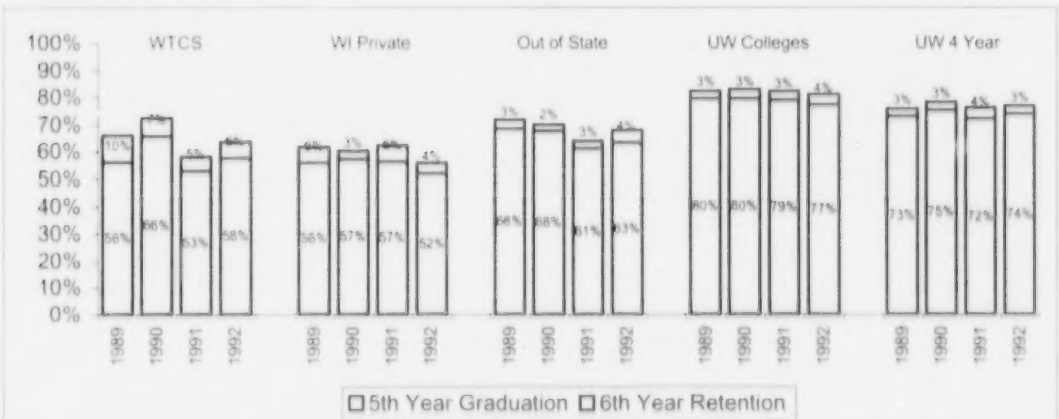


Figure 11 shows the combined 5th year graduation and 6th year retention rates for the transfer cohort that entered the UW System classified as upperclass students. Once again, the combined rate for WTCS upperclass transfers is comparable to the rate of upperclass transfers from WI private institutions but below that of upperclass transfers from UW Colleges and UW four-year institutions.

Figure 11
5th Year Graduation and 6th Year Retention Rates
for Fall 1989-Fall 1992 Upperclass Transfer Cohorts
by Type of Sending Institution



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CONCLUSION

The number of new transfers to the UW System from WTCS have been increasing in recent years, both in absolute number and as a percent of all new transfer students. The number of re-entry transfer students from WTCS has remained relatively stable over the past three years as has the percent of all re-entry transfer students that is made up of students from WTCS. Compared to other new transfer students, new transfer students from WTCS transfer in fewer credits, are older, and are more likely to enroll on a part-time basis.

Average first semester and average first year GPAs of WTCS new transfers are somewhat lower than GPAs of other new transfer students. After taking the number of transfer credits into account, the 5th year graduation rates for WTCS transfers are comparable to the 5th year graduation rates of transfer students from WI private institutions. However, the 5th year graduation rates of WTCS transfer students are below those of students who transfer from out of state, from UW Colleges, and from UW four-year institutions. The 6th year retention rates of WTCS transfer students are generally higher than the retention rates of other transfer students, regardless of the number of credits transferred in. This suggests that the higher percentage of transfer students from WTCS who enroll part-time plays a role in the lower 5th year graduation rates of WTCS transfer students. The 6th year retention rates for the 1992 freshman and sophomore WTCS transfer cohorts declined from 6th year retention rates for the past three transfer cohorts.

(Appendix A to JACAP Report)
WTCS New Transfers to the UW System by WTCS District
Percentage Change from 1997-98 to 1998-99

	New Transfers		
	1997-98	1998-99	% Change
Blackhawk	45	34	-24.4%
Chippewa Valley	116	146	25.9%
Fox Valley	117	156	33.3%
Gateway	107	94	-12.1%
Lakeshore	33	34	3.0%
Madison	543	554	2.0%
Mid-State	57	55	-3.5%
Milwaukee	547	478	-12.6%
Moraine	32	45	40.6%
Nicolet	66	53	-19.7%
Northcentral	63	90	42.9%
Northeast WI	85	100	17.6%
Southwest	18	21	16.7%
Waukesha	72	108	50.0%
Western WI	148	143	-3.4%
WI Indianhead	40	42	5.0%
	2,089	**2,153**	**3.1%**

(Appendix B to JACAP Report)
WTCS New Transfers to the UW System by WTCS District
Year 1995-86 to Year 1998-99

	1995-96		1996-97		1997-98		1998-99	
	#	%	#	%	#	%	#	%
Blackhawk	17	1.1%	41	2.1%	45	2.2%	34	1.6%
Chippewa Valley	74	4.8%	145	7.3%	116	5.6%	146	6.8%
Fox Valley	51	3.3%	102	5.2%	117	5.6%	156	7.2%
Gateway	41	2.7%	76	3.9%	107	5.1%	94	4.4%
Lakeshore	11	0.7%	30	1.5%	33	1.6%	34	1.6%
Madison	517	33.4%	566	28.7%	543	26.0%	554	25.7%
Mid-State	10	0.6%	41	2.1%	57	2.7%	55	2.6%
Milwaukee	563	36.4%	518	26.2%	547	26.2%	478	22.2%
Moraine	15	1.0%	25	1.3%	32	1.5%	45	2.1%
Nicolet	78	5.0%	76	3.9%	66	3.2%	53	2.5%
Northcentral	25	1.6%	50	2.5%	63	3.0%	90	4.2%
Northeast WI	47	3.0%	80	4.1%	85	4.1%	100	4.6%
Southwest	7	0.5%	15	0.8%	18	0.9%	21	1.0%
Waukesha	27	1.7%	65	3.3%	72	3.4%	108	5.0%
Western WI	45	2.9%	105	5.3%	148	7.1%	143	6.6%
WI Indianhead	18	1.2%	39	2.0%	40	1.9%	42	2.0%
	1,546	**100.0%**	**1,974**	**100.0%**	**2,089**	**100.0%**	**2,153**	**100.0%**

(Appendix C to JACAP Report)
Undergraduate New Transfers by Source
1998-99

	Transfers To:														
From:	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWC	Total
Madison		118	24	32	20	34	11	10	5	37	11	4	29	49	384
Milwaukee	74		14	25	14	28	25	6	3	26	4	2	46	74	341
Eau Claire	71	56		25	30	23	2	4	33	40	90	14	19	37	444
Green Bay	26	59	10		12	25	8	5	3	21	12		17	33	231
La Crosse	61	63	29	13		18	9	4	15	39	14	4	23	23	315
Oshkosh	39	89	14	35	16		11	8	3	37	8	4	23	86	373
Parkside	20	56	2	3	8	14		4		9	2		18	11	147
Platteville	20	21	12	5	14	19	3		7	15	9	1	16	29	171
River Falls	18	6	32	5	12	3	1	6		18	22	5	1	19	148
Stevens Point	72	55	24	39	16	28	3	16	7		11	10	21	56	358
Stout	9	15	50	7	13	17	2	7	24	17		3	10	19	193
Superior	10	3	9		2	8	1	1	5	2	9			3	53
Whitewater	48	125	10	23	27	19	17	9		13	5	2		54	352
Extension		2		2	1	4				1	1	1		1	13
UW 4-Year Total	**468**	**668**	**230**	**214**	**185**	**240**	**93**	**80**	**105**	**275**	**198**	**50**	**223**	**494**	**3,523**
Baraboo/Sauk	24	4	6	1	7	3	1	2	1	8	3	1	5		66
Barron	4		23		3			1	21	5	17	11	2		87
Fond du Lac	6	26	2	2		75		2	2	4	1		5		125
Fox Valley	19	19	8	41	11	103	1	4	1	18	8		2		235
Manitowoc	12	26	2	43	8	21		1	2	4	3		3		125
Marathon	29	8	17	12	8	14	1	3	4	76	11	2	4		189
Marinette		9	5	36	1	7		1		3					62
Marshfield/Wood	10	4	27	8	6	7	1	1	4	42	10	4	1		125
Richland	9		5		17	2		19		3	3	3	6		67
Rock	17	4	2	3	5	1	2	8		2	1		34		79
Sheboygan	9	32	1	10	8	12			1	8	2		3		86
Washington	12	70	2	8	12	23	2	1	1	8	4	1	14		158
Waukesha	20	156	3	3	14	11	6	4	1	11	7	1	46		283
UW Colleges Total	**171**	**358**	**103**	**167**	**100**	**279**	**14**	**47**	**38**	**192**	**70**	**23**	**125**		**1,687**
Blackhawk	1							1					17	15	34
Chippewa Valley		1	38		3	1		2	2	3	89	1	3	3	146
Fox Valley		8	3	6		62		4	2	9	34			28	156
Gateway		12	3		3		52				5		14	5	94
Lakeshore	1	2	1	5	1	2					2		1	19	34
Madison	222	43	10	8	26	21	3	31	6	30	27	1	101	25	554
Mid-State			1		3	5		1	1	35	5			4	55
Milwaukee	6	329	2	5	4	10	27	3		11	17	2	38	24	478
Moraine		5	1	1	1	14	2	1		2	1	1	1	15	45
Nicolet	3	1	4	7	2	4		1		13	6	7	1	4	53
Northcentral		3	3	6	1	13		1	1	16	16	1	1	28	90
Northeast WI		3	2	66	1	9		1	1	4	6		2	5	100
Southwest					3			13			3			2	21
Waukesha		33			3	3	1	1			16		9	42	108
Western WI	1	2	4	1	100	1		2	1	1	24	3	1	2	143
WI Indianhead		1	2	2	2		1	1	4		17	10		2	42
WTCS Total	**234**	**443**	**74**	**107**	**153**	**145**	**86**	**63**	**18**	**124**	**268**	**26**	**189**	**223**	**2,153**
Out of State	**633**	**481**	**281**	**159**	**243**	**153**	**268**	**108**	**372**	**247**	**325**	**330**	**220**	**322**	**4,142**
International	**58**	**46**	**100**	**3**	**13**	**13**	**7**	**4**	**4**	**41**	**11**		**5**		**305**
WI Private	**108**	**248**	**36**	**52**	**47**	**56**	**41**	**8**	**12**	**51**	**24**	**20**	**53**	**101**	**857**
Unknown Source								**86**							
Grand Total	1,672	2,244	824	702	741	886	509	396	549	930	896	449	815	1,140	12,753

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(Appendix D to JACAP Report)
Undergraduate Re-entry Transfers by Source
1998-99

	Transfers To:														
From:	**MSN**	**MIL**	**EAU**	**GBY**	**LAC**	**OSH**	**PKS**	**PLT**	**RVF**	**STP**	**STO**	**SUP**	**WTW**	**UWC**	**Total**
Madison		18	3	5	4	18	2		3	3	1	2	7	11	77
Milwaukee	15		4	12	3	7	7		1			1	4	23	77
Eau Claire	8	4		2	3	2	2		1	4	14	4		7	51
Green Bay	6	7	1		2	1				4	3	1		10	35
La Crosse	4	4	2			5	3		1	2	1	2		5	29
Oshkosh	4	6	3	5			1			6		1		13	39
Parkside	2	26	1		2	3				1			1	1	37
Platteville	60	3	10	3	3	1					8	1	2	3	94
River Falls	3		2	1						1	2	3			12
Stevens Point	24	1	4	8		9	7		1		4	5		13	76
Stout	4		12		1		1		1	2		1	2	4	28
Superior		1					1				2				4
Whitewater	11	13	1	1	1	4	6				2			10	49
Extension	2		3		1						2			2	10
UW 4-Year Total	**143**	**83**	**46**	**37**	**20**	**50**	**30**	**0**	**8**	**23**	**39**	**21**	**16**	**102**	**618**
Baraboo/Sauk	1					1			1						3
Barron			4								1				5
Fond du Lac		4				12				2					18
Fox Valley	4	3		4		28				1					40
Manitowoc	1	2		5		2							1		11
Marathon	3	1	3		1	3			1	9					21
Marinette				6		1			1						8
Marshfield/Wood	1		3							1					5
Richland					1										1
Rock	8	1				2							5		16
Sheboygan	3		1	3	1	2				1					11
Washington	1	10				1									12
Waukesha	6	13	1			2			2	2			5		31
UW Colleges Total	**28**	**34**	**12**	**18**	**3**	**54**	**0**	**0**	**5**	**16**	**1**	**0**	**11**	**0**	**182**
Blackhawk									1				2	8	11
Chippewa Valley			11						1	2	13				27
Fox Valley		1		3		10				2				5	21
Gateway						1	26			1			3		31
Lakeshore				1											1
Madison	104	2	4			3	2		2	5		1	14	4	141
Mid-State	2		1							5				3	11
Milwaukee	1	111		2	1	5	6			2	2		8	1	139
Moraine		1				1								2	4
Nicolet		2				1				3	1	5			12
Northcentral			2							1				5	8
Northeast WI		1		13		2			1		1			3	21
Southwest											1				1
Waukesha	2	5					1						1	4	13
Western WI	1	1			11	1				1	1				16
WI Indianhead											2	6			8
Unknown District								1							1
WTCS Total	**110**	**124**	**18**	**19**	**12**	**24**	**35**	**1**	**5**	**22**	**21**	**12**	**28**	**35**	**466**
Out of State	**228**	**63**	**28**	**18**	**20**	**16**	**43**		**29**	**16**	**24**	**53**	**20**	**27**	**585**
International	**62**	**3**		**1**	**2**	**2**			**2**	**2**	**1**				**75**
WI Private	**7**	**30**	**2**	**13**	**3**	**11**	**12**		**3**	**8**	**3**	**3**	**1**	**14**	**110**
Unknown Source								**13**							**13**
Grand Total	**578**	**337**	**106**	**106**	**60**	**157**	**120**	**14**	**52**	**87**	**89**	**89**	**76**	**178**	**2,049**

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(Appendix E to JACAP Report)
Student Classification of Fall 1998 WTCS New Transfers
by WTCS District

	Freshman		Sophomore		Upperclass		Total	
	#	%	#	%	#	%	#	%
Blackhawk	14	63.6%	5	22.7%	3	13.6%	22	100.0%
Chippewa Valley	38	43.7%	24	27.6%	25	28.7%	87	100.0%
Fox Valley	64	62.1%	16	15.5%	23	22.3%	103	100.0%
Gateway	45	81.8%	6	10.9%	4	7.3%	55	100.0%
Lakeshore	17	85.0%	0	0.0%	3	15.0%	20	100.0%
Madison	122	34.6%	140	39.7%	91	25.8%	353	100.0%
Mid-State	24	75.0%	6	18.8%	2	6.3%	32	100.0%
Milwaukee	140	45.2%	111	35.8%	59	19.0%	310	100.0%
Moraine	20	69.0%	6	20.7%	3	10.3%	29	100.0%
Nicolet	14	38.9%	11	30.6%	11	30.6%	36	100.0%
Northcentral	29	60.4%	8	16.7%	11	22.9%	48	100.0%
Northeast WI	38	58.5%	16	24.6%	11	16.9%	65	100.0%
Southwest	12	75.0%	2	12.5%	2	12.5%	16	100.0%
Waukesha	37	61.7%	14	23.3%	9	15.0%	60	100.0%
Western WI	47	61.0%	18	23.4%	12	15.6%	77	100.0%
WI Indianhead	15	50.0%	8	26.7%	7	23.3%	30	100.0%
	676	**50.3%**	**391**	**29.1%**	**276**	**20.6%**	**1,343**	**100.0%**

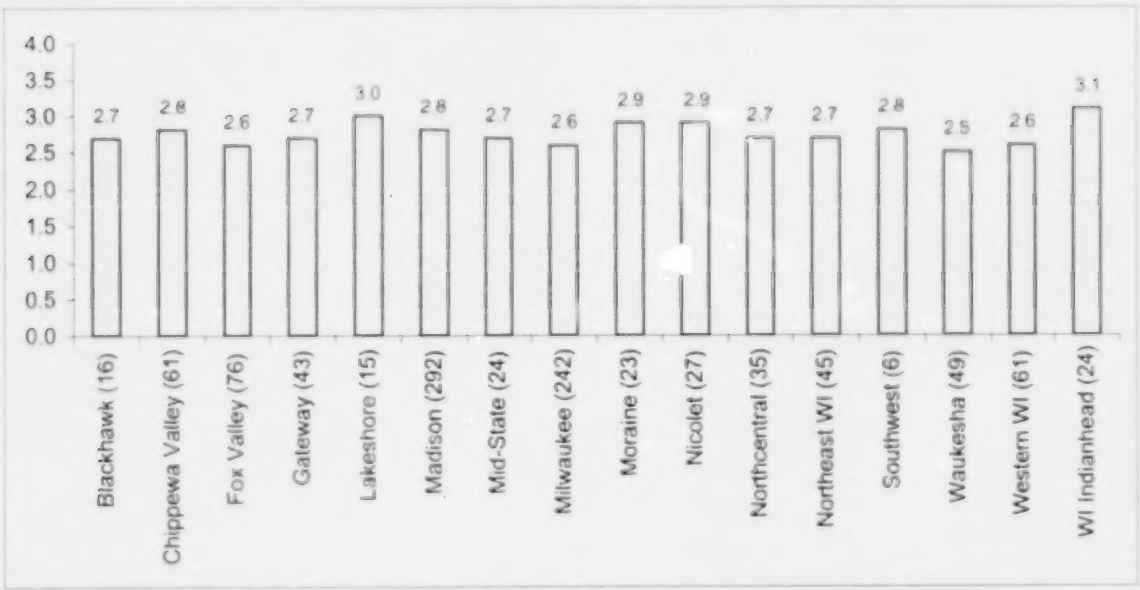
(Appendix F to JACAP Report)
Full-Time/Part-Time Status of Fall 1998 WTCS New Transfers
by WTCS District

	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
Blackhawk	15	68.2%	7	31.8%	22	100.0%
Chippewa Valley	63	72.4%	24	27.6%	87	100.0%
Fox Valley	65	63.1%	38	36.9%	103	100.0%
Gateway	32	58.2%	23	41.8%	55	100.0%
Lakeshore	10	50.0%	10	50.0%	20	100.0%
Madison	297	84.1%	56	15.9%	353	100.0%
Mid-State	26	81.3%	6	18.8%	32	100.0%
Milwaukee	202	65.2%	108	34.8%	310	100.0%
Moraine	16	55.2%	13	44.8%	29	100.0%
Nicolet	29	80.6%	7	19.4%	36	100.0%
Northcentral	32	66.7%	16	33.3%	48	100.0%
Northeast WI	39	60.0%	26	40.0%	65	100.0%
Southwest	15	93.8%	1	6.3%	16	100.0%
Waukesha	41	68.3%	19	31.7%	60	100.0%
Western WI	55	71.4%	22	28.6%	77	100.0%
WI Indianhead	23	76.7%	7	23.3%	30	100.0%
	960	**71.5%**	**383**	**28.5%**	**1,343**	**100.0%**

(Appendix G to JACAP Report)
Age Distribution of Fall 1998 WTCS New Transfers
by WTCS District

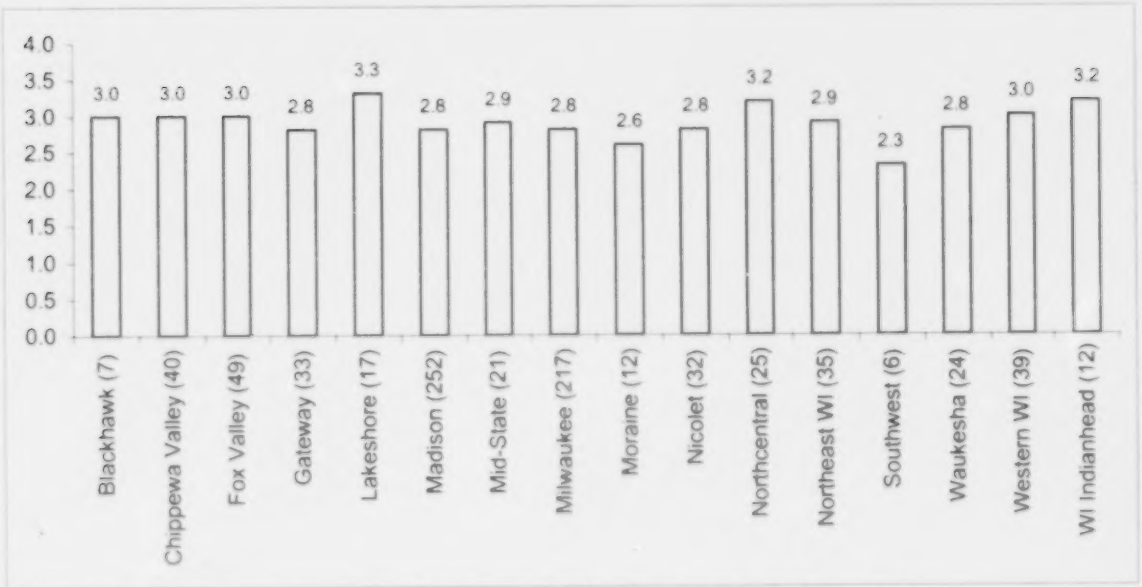
	Under 20		20-24		25 and Over		Total	
	#	%	#	%	#	%	#	%
Blackhawk	2	9.1%	10	45.5%	10	45.5%	22	100.0%
Chippewa Valley	9	10.3%	48	55.2%	30	34.5%	87	100.0%
Fox Valley	14	13.6%	51	49.5%	38	36.9%	103	100.0%
Gateway	12	21.8%	27	49.1%	16	29.1%	55	100.0%
Lakeshore	2	10.0%	12	60.0%	6	30.0%	20	100.0%
Madison	62	17.6%	193	54.7%	98	27.8%	353	100.0%
Mid-State	4	12.5%	19	59.4%	9	28.1%	32	100.0%
Milwaukee	38	12.3%	163	52.6%	109	35.2%	310	100.0%
Moraine	3	10.3%	16	55.2%	10	34.5%	29	100.0%
Nicolet	9	25.0%	15	41.7%	12	33.3%	36	100.0%
Northcentral	4	8.3%	26	54.2%	18	37.5%	48	100.0%
Northeast WI	8	12.3%	34	52.3%	23	35.4%	65	100.0%
Southwest	3	18.8%	11	68.8%	2	12.5%	16	100.0%
Waukesha	11	18.3%	38	63.3%	11	18.3%	60	100.0%
Western WI	13	16.9%	42	54.5%	22	28.6%	77	100.0%
WI Indianhead	1	3.3%	16	53.3%	13	43.3%	30	100.0%
	195	**14.5%**	**721**	**53.7%**	**427**	**31.8%**	**1,343**	**100.0%**

(Appendix H to JACAP Report)
Average First Semester GPAs of Fall 1998 WTCS New Transfer Students
by WTCS District



Note: Figures in parentheses following the district name indicate the number of students used in the calculation of average GPA.

(Appendix I to JACAP Report)
Average First Year GPAs of Fall 1998 WTCS New Transfer Students
by WTCS District



Note: Figures in parentheses following the district name indicate the number of students used in the calculation of average GPA.

Adopted by UW System Board of Regents and the WTCS Board in 1989

STATEMENT OF PRINCIPLES ON THE TRANSFER OF CREDIT FROM THE VOCATIONAL TECHNICAL AND ADULT EDUCATION SYSTEM TO THE UNIVERSITY OF WISCONSIN SYSTEM

The Board of Regents of the University of Wisconsin System and the Wisconsin Board of Vocational, Technical and Adult Education System adopt the following statement of principles as a basis for preparing an undergraduate transfer policy regarding the transfer of credit from the Vocational, Technical and Adult Education (VTAE) System.

Through differentiated missions, the University of Wisconsin System (UW System) and the Vocational, Technical and Adult Education (VTAE) System are responsible for the majority of postsecondary education and training options available to the state's adult citizens. The historic mission for the VTAE System has been that of providing programs which enable students to acquire the occupational skills, education and training necessary for full participation in the work force, stressing job training and retraining.

It is recognized that a professional development pattern exists for many trained in certain vocational-technical programs who later transfer to a UW System institution to continue their studies in the same general field. It is further recognized that although the primary mission of the VTAE System is to offer occupational/technical programs, a certain amount of general education and occupational supportive course work in the areas of natural-science, mathematics, communication skills, and behavioral and social sciences is an integral art of vocational-technical training. With this in mind, the challenge is to maintain the well conceived distinctiveness of the educational missions of the two systems without creating unnecessary and unreasonable roadblocks for students wishing to pursue further education and additional costs for taxpayers.

To assist students in maximizing their educational potential in the most cost effective manner, the Board of Regents will revise the UW System undergraduate transfer policy to permit UW System institutions to accept up to fifteen (15) general education credits from a successfully completed noncollege parallel Associate Degree program at a VTAE System institution. Where the quality and consistency of that course work is judged to be comparable to the course work of the receiving institution, the credit will transfer. In cases where UW System institutions find VTAE System course work not acceptable for transfer, VTAE System students will have an opportunity to earn credit by examination as outlined in the UW System Undergraduate Transfer Policy.

UW System institutions will work with the VTAE System institutions to identify cases where noncollege parallel Associate Degree programs have a direct relationship with one of their programs. In such cases, students who complete a VTAE System program and subsequently enroll in a UW System program may be able to transfer certain related occupational and technical credits. Where program relationships are found to exist, transfer articulation agreements are encouraged. All such credit transfer and articulation agreements must be approved by the UW System Office of Academic Affairs.

The Board of Regents also reaffirms its undergraduate transfer policy that allows credits satisfactorily completed in the three VTAE System accredited college parallel programs at Madison Area Technical College to transfer to universities in the UW System through freshman and sophomore years of college work.

VTAE System students will be advised that the opportunity to transfer VTAE credit to UW System institutions is subject to institutional policies enacted to meet UW System Board of Regents policies governing admission and enrollment management.

To evidence commitment to continuing mission differentiation, the Wisconsin Board of Vocational, Technical and Adult Education and the UW System Board of Regents will provide to all students who apply to either a VTAE System or a UW institution, an advising statement that describes the purposes, programs, and opportunities related to both vocational-technical and university education. Such a statement will encourage students who have a goal of a baccalaureate degree to enroll in a university or VTAE college parallel program, while technical-education oriented students will be encouraged to enroll in a VTAE institution.

To further highlight the distinctiveness of their educational missions, the UW System Board of Regents and the State Board of Vocational, Technical and Adult Education agree to the following assurances: (1) the VTAE System and the UW System will not seek to expand their missions into the other's statutory responsibilities; (2) the VTAE System will offer only those general education courses needed for students to complete their Associate Degree programs (normally, such courses do not exceed 15 credits); and (3) the college parallel programs at Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College will continue, but college parallel programs will not be initiated in other VTAE System districts.

It is equally incumbent upon both Systems to improve the means by which information about credit transfer opportunities is disseminated to advising staff and current and prospective students. Toward that end, the President of the UW System and the VTAE System State Director are directed to have the Joint Administrative Committee on Academic Programs (JACAP) develop a comprehensive plan to ensure that UW System/VTAE System transfer information is sufficiently organized and distributed.

The UW System and the VTAE System will, through their respective governance processes, implement the above principles by December 31, 1989.

Adopted by UW System Board of Regents and the WTCS Board acting in joint session on April 6, 2000

STATEMENT OF GUIDING PRINCIPLES ON STUDENT TRANSFER FROM THE WISCONSIN TECHNICAL COLLEGE SYSTEM TO THE UNIVERSITY OF WISCONSIN SYSTEM

The Board of Regents of the University of Wisconsin System and the Wisconsin Technical College System Board adopt the following statement of guiding principles as a basis for revising the University of Wisconsin System undergraduate transfer policy regarding the transfer of credit from the Wisconsin Technical College System.

Through differentiated missions, the University of Wisconsin System (UW System) and the Wisconsin Technical College System (WTCS) are responsible for providing the majority of postsecondary education and training options available to the state's adult citizens. The mission of the University of Wisconsin System is to develop human resources, to discover and disseminate knowledge and its applications, and to develop in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise. The primary purpose of the WTCS is to enable students to acquire the occupational skills training necessary for full participation in the work force, stressing job training and retraining and recognizing the rapidly changing educational needs of the citizens of the state to keep current with the demands of the work place. Both institutions, however, are committed to facilitating the ability of Wisconsin students to progress up a ladder of secondary and postsecondary options that suit their academic and career needs.

The WTCS State Board reaffirms it historic responsibility for the initiation, development, maintenance, and supervision of programs with specific occupational orientations below the baccalaureate level and its limited role in the provision of liberal arts collegiate transfer programs offered by three institutions, Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College. The WTCS State Board further reaffirms that the goal of the postsecondary occupational programs offered by the WTCS is to provide students with the skills, knowledge, and competencies needed to obtain and sustain employment in technical careers and that the WTCS State Board does not intend to seek changes to this historic mission of occupational preparation nor expand its liberal arts collegiate transfer programs.

Currently, the UW System Board of Regents undergraduate transfer policy provides limited opportunities for students to obtain credit for postsecondary occupational course work completed at a WTCS institution. Most students who attend a WTCS institution have traditionally done so to obtain skills directly related to employment. For a growing number of technical college students, however, opportunities to continue their professional growth after they leave the WTCS require them to earn a baccalaureate degree. As Wisconsin's economy has evolved, and the technical content of many professional jobs has increased, technical college students and their employers have begun to ask for greater flexibility for WTCS students to obtain credit at University of Wisconsin System campuses for course work completed at a technical college. Moreover, the Board of Regents recognizes that some of the knowledge and skills required to prepare for certain occupations may be substantially comparable to some of the knowledge and skills that are foundational to a baccalaureate degree. Therefore, the UW System Board of Regents affirms its willingness to provide expanded opportunities for recognition of course work

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that students have taken in WTCS programs that culminate in the awarding of an associate degree of applied sciences.

In providing credit for WTCS associate degree programs course work, the goal of the UW System is to provide students with opportunities to obtain credit toward the completion of their undergraduate education that:

- Supports life long learning;
- Recognizes the inherent mobility of students, both geographically and between and among postsecondary educational institutions and promotes a seamless education system for the citizens of the state;
- Accelerates the achievement of educational goals of students while maintaining the integrity of the UW System institutions and their specialized program accreditation;
- Offers maximum appropriate recognition for work completed at a WTCS institution that is related to the students' educational goals and the degree requirements of the UW System institutions;
- Attends to the coherence of the students' learning experience through the transfer advising process;
- Offers flexibility for students by providing multiple ways of gaining credentials needed to advance in their personal development and careers;
- Leverages prior course work to reduce duplication and lessen the cost of postsecondary education for students, parents, employers, and taxpayers;
- Promotes consistency in the awarding of credit for course work completed at a WTCS institution while recognizing the UW System institutions' autonomy and differing missions and programs;
- Facilitates fair and equitable treatment of WTCS applicants to the UW System with respect to the evaluation of course work completed at a WTCS institution.

The UW System is committed to incorporating these principles within its undergraduate transfer policy. In addition, to better meet the needs of WTCS students that subsequently enroll in a UW System institution, the UW System and the WTCS will identify specific courses and programs of study that result in the attainment of similar competencies or learning outcomes and for which credit will be awarded by UW System institutions toward the completion of a baccalaureate degree. In order to enhance the likelihood of successful completion of the degree, special attention will be given to ensuring that an appropriate alignment exists between the WTCS and UWS transferable courses and programs.

Furthermore, building on existing models in the UW System for degree completion programs, the UW System and the WTCS will identify additional academic program areas that will provide graduates of WTCS occupational programs awarded an associate of applied sciences with the opportunity to obtain a baccalaureate degree from a UW System institution. These completion programs will build on the technical expertise gained by the student at WTCS institutions and provide upper level major and professional coursework together with expanded general education in written and oral communication, mathematics, science, humanities, and social sciences.

Moreover, both the UW System Board of Regents and the WTCS State Board will continue to work together to develop materials that clearly describe the purposes, programs, and opportunities

available through each of the state's systems of public postsecondary education. These materials will:

- Encourage students seeking technical occupational skills to enroll in WTCS occupational programs;
- Encourage students seeking a traditional baccalaureate degree to enroll in a UW System institution or WTCS liberal arts collegiate transfer program; and
- Provide information about transfer opportunities available to WTCS students whose career development needs subsequently lead them to enroll in a UW System institution.

Both the UW System and the WTCS will make these materials widely available to current and prospective students, employers, parents, staff, and policy makers.

Finally, the UW System and the WTCS will work cooperatively to improve the monitoring of the performance of WTCS students who transfer to UW System institutions. Information gained from these efforts will be used in evaluating the initiatives outlined in this document and other collaborative efforts to ensure that the program goals are met.

To these ends, the UW System Board of Regents and the WTCS State Board will, through their respective governance processes, implement the above principles by December, 2000.

Adopted by UW System Board of Regents and the WTCS Board acting in joint session on April 6, 2000

Revised
Baccalaureate Degree Completion;
Multi-institutional Articulation Agreements;
General Education.

BOARD OF REGENTS

Resolution:

That the Board of Regents authorizes UW institutions to:

1. Baccalaureate Degree Completion. Create 2+2 degree completion programs and utilize existing degree completion and extended degree programs that enable WTCS students graduating with a associate degree of applied science to transfer as a third year students into a:

   a. companion bachelor of science or applied science degree program in a related field of study, including a degree in Industrial Management that will be implemented by the Fall semester 2000; or

   b. broad-based bachelor of applied arts or sciences degree program for which the Office of Academic Affairs will seek authorization during the 2000-01 academic year.

2. Multi-institutional Articulation Agreements. Develop 2+2 and other multi-institutional articulation agreements between WTCS and UW institutions in appropriate program areas where course content alignment and consistency are determined to exist, starting with pilot agreements in Nursing (to be implemented no later than January 1, 2001) and Early childhood Education (to be implemented no later than September 1, 2001).

3. General Education Transfer Credits: Increase the Limit on General Education Transfer Credits, effective in the Fall semester of 2000, up to:

   a. 15 credits of general education coursework within the areas of communications, behavioral sciences and social sciences from WTCS programs beading to an associate degree of applied sciences; and, in addition;

   b. two courses in mathematics and/or natural sciences.

[i] Year is defined as the summer term and following fall and spring terms.

[ii] Type of sending institution is based on the last institution attended by a student prior to transfer. For example, a student who earned credits at a UW College, transferred to a WTCS institution and then transferred back into a UW institution would be classified as a WTCS transfer student.

[iii] Part-time status for undergraduates is defined as fewer than twelve (12) credits.

[iv] The 5th year graduation rate is the percentage of students who received a Bachelor's degree by the end of the 5th year after transfer.

[v] The 6th year retention rate is the percentage of students who had not received a Bachelor's degree but were still enrolled in the fall of the 6th year after transfer.